

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning

Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Antonio ISD	015907	YWLA/ 023 TBD	
Vendor ID #	ESC Region #	DUNS #	
746002167	20	069451631	
Mailing address		City	State ZIP Code
141 Lavaca Street		San Antonio	TX 78210-1039
Primary Contact			
First name	M.I.	Last name	Title
Mohammed		Choudhury	Chief Innovation Officer
Telephone #	Email address		FAX #
323-240-8072	mchoudhury1@saisd.net		
Secondary Contact			
First name	M.I.	Last name	Title
John		Strechun	District Grants Director
Telephone #	Email address		FAX #
210-554-2535	jstretchun@saisd.net		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mohammed		Choudhury	Chief Innovation Officer
Telephone #	Email address		FAX #
323-240-8072	mchoudhury1@saisd.net		

Signature (blue ink preferred)

Date signed

05/25/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	<input checked="" type="checkbox"/>	N/A
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	<u>Indirect cost</u> (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio ISD's (SAISD) is applying for the 2018-2019 School Transformation Fund – Planning grant to seek funding to launch its School Network Initiative. A Network Principal will oversee an Innovation Management Organization ("Network") and multiple SAISD schools, including startup, open enrollment campuses. Funding will provide the resources needed to implement the model which will place one Network Principal over two schools with support from two grant-funded Network Associate Principals and a Senior Coordinator of Operations. The model will give SAISD the flexibility to retain proven school leaders, extend their impact in the District, and ultimately increase the amount of high-quality schools in the District.

SAISD is proposing to use the New School Planning – Fresh Start strategy to use the 2018-2019 school year to plan the new school model and meet the Texas Education Agency's requirements for self-initiated closure or closure to launch a new school. It will accomplish this by relaunching a to be determined SAISD campus as an in-district charter school in partnership with Young Women's Leadership Academy (YWLA), which is currently an in-district charter school. The campuses, will be part of SAISD's Innovation Zone; a growing cohort of autonomous in-district charter schools that empowers principals and teachers to think outside the box and use next generation techniques when educating students to address their individual needs. Additionally, Network campuses will prioritize and guarantee enrollment to students who attend Priority and Focus schools.

Budget development: The grant budget reflects the needs of launching the School Network Initiative. SAISD's Office of Innovation served as a key contributor to providing input throughout the process. The budget has been reviewed and approved by the Chief Innovation Officer as meeting the current and future needs of the project. SAISD is leveraging local funds to hire the Network Principal. Grant funds will provide the human capital needed to implement the Network Principal model including two grant-funded Network Associate Principals and a Senior Coordinator of Operations. Under the model, a Network Principal will oversee two schools and focus on replicating successful practices such as instruction, culture, and teacher development between the schools. A Network Associate Principal at each school will provide instructional leadership at each school. The two campuses will share a Senior Coordinator of Operations who will oversee campus operations at each campus (i.e. food, facility needs, coordination of district-based services, transportation, etc.).

Project Demographics: Collectively, SAISD demographics are: Economically Disadvantaged (90%); LEP/ELL (20%); Minorities (98%). Additionally, SAISD has 23 Priority or Focus which translates to approximately 45% or 23,149 of SAISD's students attending a Priority or Focus school. Network schools will continue to be neighborhood schools where children living in the neighborhood will remain zoned to the school unless they apply to go to one of the district's open enrollment Choice Schools or Programs. No applications from zoned students will be required to attend the Network Schools. Network schools will be in-district charter schools that participate in SAISD's controlled choice and unified enrollment processes for Choice Schools and Programs. Network schools will prioritize students from Focus and Priority campuses.

Needs assessment process: The decision to launch the School Network Initiative resulted from SAISD examining how it could scale the impact of existing successful principals consistently across multiple schools beyond the current campus they are entrusted to manage. This work is inspired by the successes of Public Impact's Opportunity Culture model nationally to extend the reach of excellent teaching and leadership. Grant funds are needed to provide the human capital needed to support the model. The expectation is that the Innovation Management Organization structure will allow successful principals to expand strong programs without leaving their current schools.

Management plan: The District's Office of Innovation/Chief Innovation Officer will provide direct oversight and leadership and work to remove barriers preventing the Network principal from implementing the program with fidelity. Additionally, the Network principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the District's mission and goals. Additionally, the Network Principal model includes support from two Network Associate Principals, one for each campus respectively. Operational support for each campus will be provided by a shared Senior Coordinator of Operations.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Statutory requirements: The grant application is comprehensively presented and addresses all statutory requirements including how the SAISD will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans; and how the school redesign will incorporate one or more evidence-based strategies during the implementation.

TEA requirements: This application clearly communicates the District's vision for implementing the Fresh-Start Model under the New School Planning strategy. Additionally, the application describes SAISD's vision for improving campuses and how the grant aligns to and accelerates the broader strategy and theory of action of SAISD.

The demand to launch effective schools is often difficult to accomplish for traditional school districts due to several barriers to implementation. The School Network Initiative will operate in the District's creative, highly-autonomous Innovation Zone which will give the Network Principal the flexibility to reproduce elements of YWLA at a second startup, open enrollment campus. This model will keep exemplary principals at a level where he or she can impact teachers and students across multiple schools. Grant funds will support hiring two Network Associate Principals and a Network Senior Coordinator of Operations who will use the 2018-2019 school year as a planning year to prepare for the launch of the Network Model for the 2019-2020 school year. Key activities, outlined in Schedule #14 include hosting stakeholder information sessions, outlining campus operations, and completing the in-district charter application process for the second campus.

Financially, the model is more efficient because the schools will be able to share some staff and resources. SAISD is committed to sustaining the program once grant funding is ended as evidenced by a letter of support from Superintendent Pedro Martinez. Finally, the School Network Initiative is designed to fund itself within regular, recurring enrollment-based budgets. SAISD is committed to is exploring bold, innovative strategies to improving campuses which is the inspiration behind implementing a School Network Initiative. A School Transformation Fund – Planning grant will provide the resources needed to launch a first-of-its kinds Network Principal Model within SAISD. Additionally, the model will ultimately increase the amount of high-quality schools in the District and the number of students enrolled in them.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$218,330	\$0	\$218,330
Schedule #8	Professional and Contracted Services (6200)	6200	\$75,000	\$0	\$75,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$293,330	\$0	\$293,330
2.274% <u>indirect costs</u> (see note):			N/A	\$6,670	\$6,670
Grand total of budgeted costs (add all entries in each column):			\$293,330	\$6,670	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Network Associate Principal	2		\$145,452
2	Network Senior Coordinator of Operations	1		\$67,470
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$212,922
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$0
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits		\$5,408
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$5,408
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$218,330

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	DNA	DNA	School Year 2018-2019 will be used a planning year and no students will be served with grant funds.
Limited English proficient (LEP)	DNA	DNA	School Year 2018-2019 will be used a planning year and no students will be served with grant funds.
Disciplinary placements	DNA	DNA	School Year 2018-2019 will be used a planning year and no students will be served with grant funds.
Attendance rate	NA	DNA	School Year 2018-2019 will be used a planning year and no students will be served with grant funds.
Annual dropout rate (Gr 9-12)	NA	DNA	School Year 2018-2019 will be used a planning year and no students will be served with grant funds.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
6-10 Years Exp.	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
11-20 Years Exp.	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
20+ Years Exp.	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
No degree	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
Bachelor's Degree	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
Master's Degree	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.
Doctorate	DNA	DNA	School Year 2018-2019 will be used a planning year and no teachers will be served with grant funds.

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The decision to launch the School Network Initiative ("Network") resulted from SAISD examining how it could scale the impact of existing successful principals consistently across multiple schools beyond the current campus they are entrusted to manage. This work is inspired by the successes of Public Impact's Opportunity Culture model nationally to extend the reach of excellent teaching. Furthermore, as a participant of the TEA System of Great Schools Technical Assistance Network Program, SAISD took part in a rigorous diagnostic and readiness assessment in Spring 2017 that involved three phases of data collection and review:

- Pre-site visit data analysis and reviews of school and student performance data and principal and district leadership surveys.
- Site visits from TEA staff to meet with internal and external stakeholders of the SAISD community, including teachers, students, and families from existing Priority and Focus Schools.
- An executive leadership team retreat to reflect upon the final TEA District Readiness Assessment Report.

Essentially, the goal is to scale the impact of exceptional school leaders strategically and maximize their influence over more campuses, teachers, and students. In planning for this model, SAISD determined that simply assigning another school to one of its principals would not make for a successful initiative if the right staffing supports were not provided. That is, each Network Principal would need be surrounded by a core leadership support team that can undertake the work of managing multiple campuses sustainably.

The Network Principal's leadership team will be composed of a Network Associate Principal for each school in the Network. Network Associate Principals will lead the overall administration of a Network campus' instructional program and school operations and the coordination of assigned student and community engagement activities and services. Furthermore, each Network will have a Senior Coordinator of Network Operations who will serve as the operations leader of an SAISD Network, working in close partnership with the Network Principal, Network Associate Principal, and other school-based leaders.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Scale the impact of exemplary school leaders with a proven track record in creating high-performing schools.	Grant will provide funds to hire two Network Associate Principals, and Senior Coordinator of Operations to launch the School Network Initiative. The positions will provide the resources for a locally funded Network Principal to manage and lead multiples campuses. Network leadership teams will be provided full authority over their Network and campus budgets and resources, staffing structures, and core academic program.
2.	Increase access to high-performing schools for students enrolled in Priority and Focus schools.	Under this bold initiative, the Network schools will continue to be neighborhood schools where children living in the neighborhood will remain zoned to the school unless they apply to go to one of the district's open enrollment Choice Schools or Programs. No applications from zoned students will be required to attend Network schools. Network schools will be in-district charter schools that participate in SAISD's controlled choice and unified enrollment processes for Choice Schools and Programs. Schools will prioritize students from Focus and Priority campuses.
3.	Retaining and developing leadership and instructional talent within SAISD.	<p>The School Network Initiative will address student learning by continuously leveraging teacher leadership across multiple classrooms. Teachers from all SAISD Network schools will collaborate weekly in data-driven professional learning communities (PLC) to develop and refine best-in-class school redesign practices to accelerate student achievement.</p> <p>Network Principals and Associate Principals will oversee best practices that foster teacher leadership across multiple campuses. With increased autonomy over their schools, campus-based leadership teams will have the authority to tailor the instructional practices of their schools to better meet needs of students.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Innovation Officer	Desired qualifications: Master's degree from an accredited four (4) year college or university, valid Mid-Management, Administrator, or Principal Certification or the ability to become Texas certificated. Desired experience: Five (5) years successful experience as a principal or district-level administrative leader, experience working collaboratively across key departments of a school district, and central office experience supervising principals preferred. The CIO will serve as coordinator of the grant and act as project manager.
2.	Network Principal	The Network Principal will provide strategic leadership, vision and management of at least two academies in the Network and have responsibility for the highest quality of education for all its students.
3.	Network Associate Principal	The Network Associate Principal will be a member of the Network Principal's core leadership team. The Network Associate Principal will lead the overall administration of a Network campus' instructional program and school operations and the coordination of assigned student and community engagement activities and services.
4.	Network Senior Coordinator of Operations	The Network Coordinator of Operations will serve as the operations leader of an SAISD Network, and will serve on the leadership team of the Network, working in close partnership with the Network Principal, Network Associate Principal, and other school-based leaders.
5.		
6.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Conduct community engagement sessions to develop School Network Initiative.	1.	Hire grant-funded personnel	08/01/2018	09/01/2018
		2.	Conduct introductory community information sessions during Fall 2018	08/01/2018	12/01/2018
		3.	Conduct follow-up community sessions in Spring 2018	01/10/2018	05/01/2019
		4.	Post information on SAISD Choice School Website	10/01/2018	12/01/2018
2.	Develop and complete in-district charter school applications.	1.	Publish timelines including dates for informational meetings with community, public forums, and deadlines for in-district charter application.	10/01/2018	10/30/2018
		2.	Work with parents and SAISD personnel to develop vision for in-district charter including instructional program, curriculum, etc.	11/01/2018	02/15/2019
		3.	Conduct informational meetings regarding charter.	01/10/2019	02/15/2019
		4.	Finalize SAISD in-district charter application.	02/15/2019	03/30/2019
		5.	Present to SAISD Board of Trustees for approval.	02/15/2019	03/30/2019
3.	Launch Innovation Management Organization (School Network)	1.	Conduct professional development for Network schools' staff.	01/10/2019	05/29/2019
		2.	Meet with SAISD leadership, instructional, and operations team to outline Network mission, vision, and operations.	01/10/2019	04/1/2019
		3.	Finalize performance contracts for Network schools.	04/01/2019	04/30/2019
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
6.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
7.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District will utilize the following core evaluation frameworks and processes to monitor and adjust goals and objectives for its School Network Initiative ("Networks"):

Developmental Evaluation ("Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use," Michael Quinn Patton): Developmental evaluation (DE) offers a powerful approach to monitoring and supporting social innovations by working in partnership with program decision makers. DE can be used for a range of purposes: ongoing program development, adapting effective principles of practice to local contexts, generating innovations and taking them to scale, and facilitating rapid response in crisis situations. DE can help answer critical questions such as:

- What is emerging as innovation takes shape?
- What do initial results reveal about expected progress?
- What variations in effects are we seeing?
- How have different values, perspectives, and relationships influenced the innovation, and its outcomes?
- How is the larger system or environment responding to the innovation?

Professional Learning Communities: The Network will address student learning by continuously developing teacher learning across multiple schools. Teachers from all SAISD Network schools will collaborate weekly in professional learning communities (PLC) to learn about and then implement best practices using data to drive instruction. Ongoing PLCs will focus on literacy instruction, math instruction, designing student intervention/enrichment structures, and building and sustaining school culture. In PLCs, teachers collaboratively plan assessments, analyze data, and develop plans for re-teaching and re-assessing standards that are not yet mastered. In subsequent PLC sessions, teachers share what they have learned about their students and plan and implement further remediation before the next cycle assessment begins. The differentiated, collaborative, teacher-led structure of Network PLCs will allow teachers in Network campuses to increase skills and knowledge to better meet the learning needs of students.

The combination of DE and PLCs will ensure project stakeholders are aware and proactive in monitoring the project's progress. DE will provide a deep level review of the project which the Management Team can use to confront barriers to implementation and adjust program practices based on information provided. The Chief Innovation Officer and Network Principal will work collaboratively and openly with administrative staff centrally, and Network teachers, students, parents, and members of the community regarding any project changes.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD recently conducted an analysis of successful schools in the District that are consistently achieving learning gains for all students. The District uncovered that an essential underlying trend is that educators in these campuses are leveraging both informal and formal autonomies from District mandates in strategic ways to better serve their students and communities. The analysis, combined with the growing body of research nationally validating the effects of school autonomy on student achievement, supports the District's belief that empowering schools with the ability to have more decision-making authority in use of talent, time, and resources is a core academic strategy that has not been leveraged enough. Top-down management doesn't consider that each school is different and serves different students. By empowering strong leaders with best-in-class school redesign partners at the school level to make informed decisions for their teachers and students, the District will create a system where the central office administration and leadership supports school needs instead of dictating them.

Office of Innovation and Innovation Zone: SAISD launched its Office of Innovation (OI) in SY 2017-18. OI oversees ten highly autonomous in-district charter schools in a newly established Innovation Zone ranging from the Advanced Learning Academy, an open enrollment PK-12 school, to a first of its kind multiyear Improvement Required (IR) school turnaround initiative built around a schoolwide teacher residency program in collaboration with the Relay Graduate School of Education at Ira C. Ogden Elementary School. It also features two single-gender academies, the first public Montessori school in San Antonio, and two early college high schools. The District has already started granting these campuses autonomies at the level of state authorized charter schools in the use of talent, time, and resources to radically improve students' academic performance and readiness for higher education.

TEA Transformation Zone Planning Grant: SAISD is using this TEA grant to cohort specific year 3 Improvement Required (IR) and above Priority and Focus schools into Networks (i.e. Relay Lab Schools model at Ogden ES and Storm ES) with the long-term goal of shifting all high-leverage school turnaround initiatives under its Innovation Zone strategy. The initial cohort of Priority and Focus campuses represent SAISD's most at-risk schools within the most disadvantaged communities in the city of San Antonio that are eligible for reconstitution or closure under state laws. This initiative will transform specific Priority and Focus campuses to not only meet, but exceed the TEA's acceptable accountability rating.

When fully realized, all Innovation Zone schools will serve as models for high-leverage school redesign initiatives that can be scaled across the district. To achieve this, the students in these schools must demonstrate significant improvements in academic performance within the next two years, necessitating reforms in these campuses' autonomies over staffing, time, resources, and academic programs. Innovation Zone schools will serve as "learning labs" for implementing game changing teaching and learning practices that result in accelerated student performance and higher college and career readiness rates. All schools in the SAISD School Network Initiative will be part of the Innovation Zone.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Identify which schools will be part of the Network Initiative	1.	Provide data/needs assessment related to campuses selected
		2.	Identify Priority and Focus schools/ students who will benefit from the Network.
2.	Develop initial Network plan, including governance, management, and specific strategies	1.	Develop in-district charter applications for Network schools.
		2.	Conduct information gathering sessions to develop campus culture, instructional practices, enrollment, etc.
3.	Solicit and incorporate stakeholder feedback	1.	Board of Trustees work sessions; community charrettes; etc.
		2.	Post information on SAISD School Choice website.
4.	Fully staffed Network Leadership Team	1.	Hire Network Principal
		2.	Hire Network Associate Principals
		3.	Hire Network Senior Coordinator of Operations
5.		1.	
		2.	
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model as follows:

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The Texas Accountability Intervention System will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by school principals, school leaders and the Management Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. The Management team will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's Office of School Improvement Office uses the Texas Accountability Intervention System (TAIS) to develop and implement a targeted school improvement plan with the goal of identifying educational strengths and areas of need and revealing future priorities and areas of focus. It is the centerpiece of SAISD's educational planning process and the driving force for improving school performance.

The development of the plan begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data analysis using a standardized process aligned to TAIS and the requirements of the Elementary and Secondary Education Act. The analysis examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced must be fully addressed in the targeted school improvement plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan. SAISD's standardized TAIS process consists of four stages:

Stage I: Data Analysis - A data analysis process is outlined, findings of which feed the needs assessment process and improvement plan; however, the district/campus chooses the data analysis process utilized. Additionally, campus teams conduct a thorough review of all data down to the student level and by the new state indexes, which leads to the identification of problem statements.

Stage II: Needs Assessment - A thorough needs assessment process is outlined, findings of which reveal root causes and inform improvement planning. Campus teams conduct a needs assessment to identify root causes. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage III: Implementation and Monitoring - An implementation and monitoring process is outlined. Also, the improvement plan progress is reviewed, and feedback is provided based on goals and actions.

Stage IV: Improvement Plan - A planning process to develop an improvement plan is outlined, which addresses findings from the data analysis and needs assessment process. Campus teams develop an improvement plan that is informed by the findings of data analysis and needs assessment process. An improvement plan includes a summary of the data analysis and needs assessment findings, resulting goals, and determined actions that directly address areas of low performance, and any required interventions. Campus teams may use planning resources to develop actions/strategies for improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Federal Programs Department administers Title 1 funding allocations for the District. The department applies to the Texas Education Agency which sets forth a plan for Title 1 funding use and monitoring. Accordingly, SAISD utilizes Plan4Learning, an online-based software that assists with the comprehensive needs assessment, improvement plan, and evaluation. Additionally, it has built-in state compensatory education documentation, budget, and personnel tracking. Plan4Learning also fosters State and federal Title 1 compliance by requiring campuses to report on performance and goal attainment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD secures external providers to perform work only when it determines that the service is not available from within District resources. SAISD believes only Professional Services will be procured (i.e. Professional/Teacher Development Training). SAISD typically does not use a competitive bid process for Professional Services contracts of less than \$50,000 for a 12-month period; instead, a Request for Qualifications is issued, and a qualified, high quality provider is selected from respondents. Standard process is as follows:

Step One: Ensure independent contractor status of potential provider. District employees may only provide professional services in limited, defined circumstances.

Step Two: Determine the scope of service and budget parameters; conduct initial conversations to communicate your needs and determine which provider will best meet them; and evaluate the offers based on fee, quality, timeline, etc.

Step Three: Check references. Selection team members contact other schools or districts like their own that have worked with the provider. This step may involve a telephone call or visits by members of the selection team to the school for site visits and interviews. Competitive process requires at least three signed reference checks.

Step Four: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Every effort is made to ensure the provider offers services that have the following characteristics (Guide to Working with External Providers, 2012, American Institutes for Research):

Step Five: Obtain approval and execute contract. All contracts valued in an amount of \$50,000 or more will require approval by the SAISD Board. The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Contracts under \$50,000 are reviewed and approved by the Financial Services Department.

Additionally, SAISD adheres to all procurement requirements set forth by TEA's General and Fiscal Guidelines which are aligned to Title 2 of the Code of Federal Regulations (2 CFR) Part 200.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD combines local, state and federal resources to expand program, minimize barriers to implementation, and student achievement. Because resources are limited, the challenge for educators is to make every dollar count. To that end, SAISD has a tiered, formal approach to gathering district and campus data/ needs and aligning funding with those needs:

- **District Improvement Plan:** Guides District staff in the improvement of student performance for all student groups to attain state standards in respect to student achievement indicators.
- **Targeted Improvement Plan:** As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indices.
- **Campus Improvement Plan:** Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- **Comprehensive Needs Assessment:** The CNA is the centerpiece of the educational planning process and driving force for the CIP, TAIS, and DIP. Planning teams are comprised of educators, parents, community members and business and community leaders.

These plans and procedures are updated as "living" documents. District and campus-level staff can review the needs, goals and objectives of each campus and allocate or supplement funding where appropriate.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Network Principal and his or her leadership team will use the planning year (2018-2019) to develop and complete an in-district charter application with their campus-based staff and respective communities to seek charter authorization from the SAISD Board of Trustees. The in-district charter application will outline waivers to local Board policies and outline the operational flexibilities granted to the campus.

SAISD believes that by providing campus-based staff with deeper levels of autonomy and supporting them with District resources and services strategically will lead to higher performing campuses that better meets the needs of students and communities. The District is committed to promoting and sustaining a culture of strategic school design and continuous improvement by empowering Network Principals with full authority over their Network and campus budgets and resources, staffing structures, and core academic program.

Network #1 and Network #2 (formal Network names TBD) will be part of the SAISD's newly created Innovation Zone and as such it will be given the freedom to plan innovatively and develop curriculum and best practices based on what works best for the students and the communities it will be entrusted to serve. Networks will be empowered to use alternative pedagogical methods (i.e. personalized learning strategies; deeper learning practices; competency-based learning; etc.) so that students can succeed and truly develop their skills and interests. Network #1 and Network #2 campuses, like existing Innovation Zone schools, will have the flexibility to choose its start and end dates, curriculum, set performance expectations for staff, and methods of implementation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's School Network Initiative ("Networks") is built off best-in-class, highly successful school redesign initiatives nationally. Network leadership teams will utilize the following evidence-based strategies:

Public Impact's Opportunity Culture Initiative: The Opportunity Culture (OC) initiative provides a suite of models aimed at extending the reach of highly effective teachers and has partnered with school districts to implement these interventions in schools. Using administrative data from three partner school districts that collectively include 44 OC schools, CALDER estimates the relationship between OC staffing models and student achievement in math and reading. CALDER finds that the bulk of exposed students received treatment under OC's multi-classroom leadership model, in which a master teacher with demonstrated effectiveness intensively leads and coaches a team of teachers, and that these students scored higher in math in all specifications. In reading, most specifications found positive and significant learning gains for students taught by team teachers ("Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative," National Center for Analysis of Longitudinal Data in Education Research).

Socioeconomic diversity and intergration: Network schools will support SAISD's overall strategy of using carefully designed school choice initiatives as a vehicle for building and sustaining socioeconomically diverse and integrated schools. These schools are strategically sited and use specialized instructional models to draw a wide range of families. Additionally, seats in Network schools will prioritize students zoned to Priority and Focus schools. Research shows that socioeconomically balanced schools are ideal learning environments for all students. Low-income student performance significantly increases, middle-class student performance sustains, and all students experience social benefits such as learning tolerance, learning to work with people from different backgrounds, and rejecting stereotypes. The Network school model will help diversify SAISD's student body which is more than 90% economically disadvantaged (The Century Foundation).

Data to inform and assess the strategy: Free and reduced-price lunch and Title I designations are too broad to work as a poverty measure for San Antonio. To remedy this and ensure that the most disadvantaged students have priority access to new schools, SAISD mapped the district by census blocks and created four "socioeconomic block" categories. The blocks are differentiated by criteria such as median income, percentage of single-parent households, educational attainment of adults, and percentage of homeowners. This data will help the Management Team design more nuanced enrollment priorities in addition to Priority and Focus allotments.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☒ Fresh-Start**Transformation Planning**☐ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Department of School Improvement administers the Texas Accountability Intervention System (TAIS) to evaluate school performance and identify low-performing schools. TAIS is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. The District will continue to use the TAIS process where appropriate in improving campuses. However, SAISD is exploring bold, innovative strategies to improving campuses which is the inspiration behind implementing a School Network Initiative.

The vision for the School Network Initiative includes planning its launch during the 2018-2019 school year with implementation at two campuses for the 2019-2020 school year. When fully realized, Network Schools will:

- Reach more students with proven, excellent principals and their teams.
- Pay principals, based on performance, more for extending their reach.
- After startup grants are exhausted during the early years, fund pay within regular, recurring enrollment-based budgets.
- Provide protected school-based flexibilities in the areas of staffing, time, and resources across Network campuses.
- Match authority and accountability to each person's responsibilities.

Additionally, Network Schools will be highly autonomous, high-performing campuses as evidenced by performance on state assessments and other indicators of student performance. While this is a first-of-its kind endeavor by SAISD, the District has implemented systems to support this project's success. For instance, the Network Schools will operate under the purview of the District's Office of Innovation and the associated Innovation Zone. Operating in the Zone's environment will further refine and operationalize the Network's autonomous and accountable theory of action for school governance, flexibilities, support, and intervention.

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TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's strategic plan for the district, The Blueprint for Excellence: Target 2020, is redefining excellence for all students and transforming SAISD into a national model for other urban school systems. Under the direction of superintendent Pedro Martinez during the 2015-16 school year, SAISD developed 10 measurable goals for significantly increasing student academic achievement, high school graduation rates, and college enrollment rates to ensure accountability and progress by 2020. The District is drawing upon best practices to raise academic expectations for all students and elevate teaching in all classrooms. Built into the plan are critical achievement points designed to hoist students to the next phase of their learning, and in the long run, prepare them for a seamless transition from public education to higher education. The achievement points include: strong literacy in prekindergarten through 3rd grades, with students reading at grade level by the end of the 3rd grade; advanced math in 5th grade; algebra in 8th grade and advanced and college credit-bearing courses in the 11th and 12th grades.

Furthermore, these goals are driven by SAISD's formal commitment to leverage innovation across its core Pillars of Success: Talent Management, Culture Shift, Academic Excellence, Stakeholder Engagement and Fiscal Management. Superintendent Martinez has built a broad base of community and staff support and successfully implemented core elements of the SAISD Blueprint. The District, having built a strong foundation over the last two years, is now poised to accelerate its work.

By scaling the impact and reach of District's Office of Innovation in SY 2018-19 through the newly established Innovation Zone, SAISD will be able to further refine and operationalize its autonomous and accountable schools' theory of action for school governance, flexibilities, and support and intervention. This theory of action will allow SAISD to accelerate and sustain educator success and realize high levels of achievement for all students.

SAISD views the School Transformation Fund - Planning Grant as an opportunity to:

- Launch two Innovation Management Organizations (known as Networks in SAISD) to scale the reach of highly effective principals and teacher leaders in struggling neighborhood schools and new, startup open enrollment campuses to reach more students in historically disadvantaged communities.
- Reexamine and evaluate the work that SAISD has done to date.
- Explore ways to improve upon that work, specifically refining current Innovation Zone structures and systems.
- Learn more about the strategic areas of work we intend to undertake in the coming years such as the operationalizing of best-in-class autonomous (in-district charter) school authorizing and accountability practices.
- Connect with and learn from experts who have done or attempted this work in other cities and contexts.

Currently, SAISD has 39 Title 1 Priority or Focus schools in the District. This translates to approximately 45% or 23,149 of SAISD's students attending a Priority or Focus school. The District's School Network Initiative strategy will help SAISD accomplish its goal of being a national model for other urban school systems. The District has started to build the infrastructure needed to successfully implement an Innovation Zone. The resources provided by this grant are needed to further refine and scale this strategy to achieve the broader goals of the District.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
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	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Attachments

- 1.) Letter of support from the superintendent



San Antonio Independent School District

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Superintendent

5/24/2018

Mr. Doug Dawson
Division of System Support and Innovation
Texas Education Agency
1707 N. Congress Ave.
Austin, Texas, 78701

Dear Mr. Dawson:

This letter is to support the San Antonio Independent School District's application to the 2018-2019 School Transformation Fund – Planning grant. This grant will transform low-performing schools and create better options for our students by supporting the School Network Initiative. The initiative will increase the number of students attending great schools by growing the capacity of school leaders and teacher leaders. Network leaders will deepen their impact through exceptional programming and operations and extend their impact through the development and execution of a bottom up Network model to drive teaching and learning. Networks will be led by Network Principals who are high-capacity school leaders with a track record of success at their existing schools, and who are empowered to expand their impact across multiple campuses and to reach more students in their communities. We feel this model provides SAISD with the leverage needed to make the largest impact on our students.

Thank you for your time in reviewing our School Transformation Fund – Planning grant application.

Sincerely,

Pedro Martinez
Superintendent of Schools